Literacy Online Professional Development

In partnership with KVHS (KY Virtual High School), Reading First is pleased to announce eight new online Literacy PD courses. They are appropriate for administrators and teachers (K-12) teaching students to read and write, including limited English proficient students and those who have difficulty learning to read. Administrators earn EILA credit.

These literacy PD courses are funded by Reading First and are free to KY public and non-public school educators. Please see the listing below for a complete description of courses.

Course descriptions, information about cost, professional development and leadership credit, intended audience, and grade level, are available on the KVHS web page at [www.kvhs.org].

Fall course registration closes September 12, 2006.

Reading First Course Descriptions

Reading First 1

Building Blocks: Introduction to Effective Reading Instruction

Audience: K-3 Teachers, K-12 Special Education Teachers

Contact Hours: 12 PD or EILA hours. Note: Individual school policy dictates if these PD hours will be accepted at the local level.

Description: The goal of this online professional development (PD) is to enhance Kentucky teachers' knowledge of effective scientifically based reading research practices that promote reading success. This course provides information about the five essential components of reading instruction (reading fluency, comprehension, phonics, phonemic awareness, and vocabulary) identified by the National Reading Panel (2000). Instructional approaches to teach all students to read, including English language learners and those who have difficulty learning to read, will be examined in this course. Although most appropriate for K-3 and K12 Special Education Teachers, this course provides a basic understanding of reading instruction for any audience.

Reading First 2

Reading Fluency: What, Why and How?

Audience: K-12 Teachers, Administrators

Contact Hours: 12 PD or EILA hours. Note: Individual school policy dictates if these PD hours will be accepted at the local level.

Description: The goal of this online professional development (PD) is to enhance Kentucky teachers' knowledge of effective scientifically based reading research practices that promote reading fluency, one of the essential components of reading identified by the National Reading Panel (2000). This course will assist schools and districts in delivering quality reading fluency instruction to their students.

Reading First 3

The Explicit Teaching of Comprehension Strategies

Audience: K-12 Teachers, Administrators

Contact Hours: 12 PD or EILA hours. Note: Individual school policy dictates if these PD hours will be accepted at the local level.

Description: The goal of this online professional development (PD) is to enhance Kentucky teachers' knowledge of scientifically based reading research practices that promote the use of comprehension strategies to ensure the ability to comprehend text, one of the essential components of reading identified by the National Reading Panel (2000). Teachers will learn how to implement comprehension strategies in their classrooms and analyze their instruction according to the guidelines of explicit instruction.

READING FIRST 4

Providing Effective Phonics Instruction

Audience: K-12 Teachers, Administrators

Contact Hours: 6 PD or EILA hours. Note: Individual school policy dictates if these PD hours will be accepted at the local level.

Description: The goal of this professional development (PD) is to enhance Kentucky teachers' knowledge of scientifically based reading research practices that promote the use of phonics to decode words. Phonics is one of the five essential components of reading identified by the National Reading Panel (2000). Teachers will be able to define phonics and its component parts, to use the phonics continuum, to assess students' skill in phonics application, and to plan for phonics instruction in an "explicit" and "systematic" way.

READING FIRST 5

The Explicit Teaching of Phonemic Awareness

Audience: K-12 Teachers, Administrators

Contact Hours: 6 PD or EILA hours. Note: Individual school policy dictates if these PD hours will be accepted at the local level.

Description: The goal of this professional development (PD) is to enhance Kentucky teachers' knowledge of scientifically based reading research practices to address phonological/phonemic awareness, one of the five essential components of reading identified by the National Reading Panel (2000). Teachers will explore the research, assessment tools, and instructional activities to improve the reading abilities of struggling readers.

READING FIRST 6

Enhancing Vocabulary Instruction

Audience: K-12 Teachers, Administrators

Contact Hours: 6 PD or EILA hours. Note: Individual school policy dictates if these PD hours will be accepted at the local level.

Description: The goal of this professional development (PD) is to enhance Kentucky teachers' knowledge of scientifically based reading research practices that focus on vocabulary development and how students acquire meanings and understandings of new words and concepts. Vocabulary is one of the five essential components of reading identified by the National Reading Panel (2000). The course will provide teachers with basic information regarding vocabulary instruction and assessment.

READING FIRST 7

Integrating Reading and Writing Instruction

Audience: K-12 Teachers, Administrators

Contact Hours: 6 PD or EILA hours. Note: Individual school policy dictates if these PD hours will be accepted at the local level.

Description: The goal of this online professional development (PD) is to enhance Kentucky teachers' knowledge of scientifically based research practices that focus on integrating reading and writing instruction. This course is an introduction to the three types of writing: writing to learn, writing to demonstrate learning, and writing for authentic purposes. Strategies for teaching the three types of writing and the analysis of student writing will be addressed in this course.

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